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Input Statement

To: State of Michigan Legislature
Senate and House Education Committees
Re: Common Core State Standards
Date: 8-27-2013

The purpose of this document is to provide written comment to support the Common Core State Standards (CCSS) and the associated assessments for Michigan's public school students, in particular, students with disabilities.

The Michigan Association of Administrators of Special Education (MAASE) is a statewide professional educational organization of over 650 members, affiliated with the national Council of Administrators of Special Education and the Council for Exceptional Children. The mission of MAASE is to provide leadership for the development and implementation of quality programs and services for students with disabilities within the total education community.

MAASE believes that the CCSS:

- Will provide access to rigorous academic content standards for all students, including students with disabilities.
- Will provide students with disabilities the challenge they need to excel within the general curriculum, earn a high school diploma, and be prepared for success in their post-school lives, including college and/or careers.
- Provides unprecedented opportunities for students to create their own understandings and knowledge through dialogue, hands-on learning and real-life experiences, all "meaning-making" methodologies that work well for students who learn differently and learners who struggle.
- Are a set of standards and not a curriculum that promotes local control of instruction and formative assessment, both of which can be adapted as needed for students with disabilities.
- Will, because they are shared among states, result in a larger pool of expertise that Michigan educators can access to impact and improve academic and functional outcomes for students with disabilities.

Therefore, MAASE urges the legislature to take affirmative action to support the Common Core State Standards for Michigan's children.

Thank you for your consideration of these comments.

For the Executive Board,

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